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ABSTRACT

This document summarizes the statewide assessment programs required by the Maryland State Department of Education and the exemptions, excuses, and accommodations permitted for each program. All students are to be included to the fullest extent possible in the mandated state assessments. The accommodations for an individual student are meant to provide currently needed support to enable the student to participate in the assessment. Exemptions are granted for some students, and excuses are granted for students who demonstrate, or are expected to demonstrate, inordinate frustration, distress, or the disruption of others. The assessment programs discussed are: (1) the Maryland Functional Testing Program (MFTP); (2) the Comprehensive Tests of Basic Skills (CTBS); and (3) the Maryland School Performance Assessment Program (MSPAP). Exemptions to the MFTP may be granted to those of limited English proficiency (LEP), students with disabilities, and transfer students; and accommodations are available based on individual evaluations. LEP students and those with disabilities may be exempted from the CTBS, and accommodations may be made. Requirements for the MSPAP are similar to those of the CTBS, but include some accommodations for LEP students. A chart summarizes exemptions, excuses, and accommodations for each program. Attachments include an explanation of the computations for the school's database, a summary of permitted accommodations, and guidelines for participation determinations. An appendix presents nine case studies, and a second appendix gives the domains, outcomes, and indicators for the Independence Mastery Assessment Program. (Contains three tables.) (SLD)

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**REQUIREMENTS AND GUIDELINES
for
EXEMPTIONS, EXCUSES, AND ACCOMMODATIONS
for
MARYLAND STATEWIDE ASSESSMENT PROGRAMS**

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Preface

REQUIREMENTS AND GUIDELINES FOR EXEMPTIONS, EXCUSES, AND ACCOMMODATIONS FOR MARYLAND STATEWIDE ASSESSMENT PROGRAMS

This paper summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and the exemptions, excuses, and accommodations permitted for each program. It supersedes (1) *Maryland Graduation Requirements for Handicapped Students Attending Public Schools*, (2) *Project Basic Resource Paper 11*, and (3) *Guidelines for Exemption and Testing Accommodations for the Maryland School Performance Assessment Program*. Exemption and accommodation requirements still in force for each program appear in the reference list at the end of this document.

The assessment programs discussed in this document are:

Maryland Functional Testing Program (MFTP);

**Comprehensive Tests of Basic Skills, 4th Edition (CTBS/4); and*

Maryland School Performance Assessment Program (MSPAP).

The assessment programs and the exemptions, excuses, and accommodations permitted for those programs are summarized on the following pages, the *General Principles* on the next page, however, apply to all three programs.

The exemptions, excuses, and accommodations presented are allowable for students with disabilities served under IDEA and §504, as well as for Limited English Proficient students (LEP), as described for each assessment program.

- * MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information contained in this document helpful for local administration. When MSDE again requires the administration of norm-referenced assessments in 1996-1997, information will be revised as necessary.

GENERAL PRINCIPLES

- 1 All students are to be included to the fullest extent possible in all statewide assessment programs. Accommodations are made to ensure valid assessment of a student's real achievement. Accommodations are designed to assist a student to move from dependence toward independence. The individual student's accommodations will provide currently needed support(s) to allow the student to participate in state assessments.
- 2 **Exemptions** granted in any area must be documented at the school level. All students in each school must be accounted for regardless of any special circumstances. Exempted students are reported but not included in computations for the school's data-base for the *Maryland School Performance Report*. Decisions regarding exemptions and accommodations for student assessments shall be made during the Admissions, Review, and Dismissal/Individualized Education Program (ARD/IEP) Committee meeting.
- 3 **Excuses** may be granted prior to or during the administration of statewide tests for any students who demonstrate, or who are expected to demonstrate, inordinate frustration, distress, or disruption of others. Such students are considered to be excused from the test. Students who are excused prior to testing or who begin the tests and are removed (excused) from the testing situation are included in computations for the school's data-base for the *Maryland School Performance Report*.
- 4 **Accommodations must not invalidate the assessment for which they are granted.** The school ARD/IEP Committee should make or review accommodation decisions as part of the development or annual review of the Individualized Education Program (IEP) for students with disabilities; document the decisions; and include the accommodations in or with the IEP. **Accommodations must be based upon individual needs and not upon a category of disability, level of instruction, environment, or other group characteristics.** Accommodations must have been operational in the student's ongoing instructional program and in all assessment activities during the school year; they may not be introduced for the first time in the testing of an individual.
- 5 **Accommodations** for students eligible under the local school system's §504 procedures must be documented. Accommodations must have been operational in the student's ongoing instructional program and in all assessment activities during the school year; they may not be introduced for the first time in the testing of an individual.

U.S. Department of Education §504 regulations identify a student as handicapped when he/she " (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." (34 CFR 104.3 {j}{1})

- 6 The Local Accountability Coordinator (LAC) is responsible for making final decisions and clarifications regarding the validity of individually identified exemptions, excuses, and accommodations for state assessment programs. The LAC may establish and implement policies and procedures regarding "other" non-specified accommodations beyond those listed in this document. In

doing so, he/she must involve, at a minimum, the local supervisor or representative of special education, and, where appropriate, Limited English Proficient, §504, and school-based staff.

The decision of the validity or efficacy of not allowing an accommodation for testing purposes does not imply that the accommodation cannot be used for instructional purposes. The following is an example of a validity review by the LAC of an ARD/IEP Committee recommendation.

Addressing the issue of validity involves an examination of the purpose of the test and the specific skills to be measured. For example, if an objective of the writing test is to measure handwriting ability, that objective would be substantially altered by allowing a student to dictate his/her response. On the other hand, if a writing objective stated that the student was to communicate thoughts or ideas, handwriting might be viewed as only incidental to achieving the objective. In the latter case, allowing the use of a dictated response probably would not appreciably change the measurement of the objective.

7. Multiple accommodations or accommodations not explicitly mentioned in this document are not a reason to exempt students from assessments. Logistical and other problems caused by the need to provide multiple accommodations to a student or accommodations to large numbers of students are not legitimate excuses for exempting students from MSPAP and other state assessments. Solutions to these problems should be sought prior to testing. The School Test Coordinator should coordinate with the LAC prior to testing if there are questions. (This is a clarification of existing policy, not a new principle.)

I. MARYLAND FUNCTIONAL TESTING PROGRAM

A. Summary of Program

The Maryland Functional Testing Program includes four tests in the areas of reading, writing, mathematics, and citizenship. The purpose of the Maryland Functional Testing Program is to ensure that students have acquired minimum levels of competency in basic skills or "functional" areas prior to leaving public education. Each student who is seeking a Maryland High School Diploma must pass all four tests as one condition for graduation. The tests formerly were given for the first time in grade nine; new graduation requirements now permit them to be given as early as grade seven. Reading and mathematics tests are given in the fall and spring of the year, writing in the winter and summer, and citizenship in the winter and spring. Although the functional tests have no time limits, the reading, mathematics, and citizenship tests take approximately one hour of engaged testing time; the writing test requires a total of approximately two to three hours over a two day period. Computer adaptive versions of the reading and mathematics tests take approximately twenty to thirty minutes.

I. REQUIREMENTS AND GUIDELINES FOR MARYLAND FUNCTIONAL TESTING PROGRAM

B. Exemptions, Excuses, and Accommodations

1. Exemptions

- a. Limited English Proficient Students. After determination that they do not meet locally established guidelines for the minimum language proficiency required to be validly assessed in the Maryland Functional Testing Program, students who are Limited English Proficient may, at their request, be exempted from one census administration of each of the functional tests. Exemptions must be based upon appropriate language proficiency assessment and teacher recommendations, agreed to in writing by the student's parent(s) or guardian(s), certified by the school principal, and documented in the student's record.
- b. Students with Disabilities. Students with disabilities whose IEPs indicate they are not pursuing a Maryland High School Diploma are exempt from the Maryland Functional Testing requirement. The IEPs for such students (Ex. Severely developmentally delayed students) primarily address alternative (Independence Mastery Assessment Program-IMAP- e.g., life skills) outcomes. Exemptions must be based on the student's IEP, approved by the ARD/IEP committee, and documented in the student's record. See Appendix B for IMAP outcomes and indicators.
- c. Transfer Students. Students who transfer from out-of-state into the Maryland public school system for the first time during the second semester of their senior year may receive a Maryland high school diploma, but are exempt from the Maryland Functional Testing requirement.
(See COMAR, supplement 13: 13A.03.02.06{1}).

2. Excuses

A student may be excused from a Maryland Functional Testing Program administration, but still must meet Maryland Functional Testing Program requirements for graduation from high school.

3. Accommodations

- a. Students with Disabilities. The school's ARD/IEP committee should decide upon the appropriate instructional/assessment accommodations for a student with disabilities at the IEP development or review meeting for the year in which the student is scheduled to take the functional tests and indicate that decision on the student's IEP. If the LAC, in consultation with MSDE, agrees that the recommended accommodations will not invalidate the test, the accommodations will be implemented.
- b. Students with Temporary or Long Term Disabilities, or §504 Students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodations will not invalidate the test, the accommodations will be implemented and documented in the student's record.
- c. Limited English Proficient Students. Not Applicable.

II. *COMPREHENSIVE TESTS OF BASIC SKILLS, 4TH EDITION (CTBS/4)

A. Summary of Program

For the 1995-1996 school year, Maryland will not require that the CTBS/4 be given to a sample of at least 250 students per school system in each of grades 3, 5, and 8. The tests measure reading comprehension, language skills, and mathematics skills. The tests provide comparative information on the performance of Maryland students and students in national norming samples. Total engaged testing time is approximately three hours for each student tested.

*MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information contained in this document helpful for local administration.

II. *COMPREHENSIVE TESTS OF BASIC SKILLS, 4TH EDITION (CTBS/4)

B. Exemptions, Excuses, and Accommodations

1. Exemptions

- a. Limited English Proficient (LEP) Students. Students who are LEP may be exempted after determination that they do not meet locally established guidelines for the minimum language proficiency required to be validly assessed in the CTBS/4. Exemptions must be based on appropriate language proficiency assessment and teacher recommendation, agreed to in writing by the student's parent(s) or guardian(s), certified by the school principal, and documented in the student's record.
- b. Students with Disabilities. Exemptions must be based on the student's IEP, approved by the ARD/IEP committee, and documented in the student's record. Decisions must be made by the ARD/IEP committee on an individual student-by-student basis. Students with disabilities should be included to the fullest extent possible. Earlier regulations exempting Intensity IV and above students no longer apply. The IEPs for exempted students primarily address alternative IMAP- e.g., life skills outcomes. See Appendix B for IMAP outcomes and indicators.

2. Excuses

- a. For excuses prior to test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, the student may be excused. The reason for the excuse must be documented in the student's record. Example of acceptable reasons for excuses are:
 - 1). Student has demonstrated by past performance that he/she cannot function in a testing situation.
 - 2). Student has been evaluated as eligible for special education and is awaiting development of an IEP.
 - 3). Student has had a recent traumatic experience which has made him/her unable to cope with the testing situation.
- b. For excuses during testing (demonstrating extreme frustration, disrupting others, illness, etc.): teacher/test administrator judgement.

* MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information contained in this document helpful for local administration.

II. *COMPREHENSIVE TESTS OF BASIC SKILLS, 4TH EDITION (CTBS/4)

3. Accommodations

- a. Students with Disabilities. The school's ARD/IEP committee will recommend appropriate accommodations for a student with disabilities to the LAC. If the LAC, in consultation with MSDE, agrees that the recommended accommodation will not invalidate comparisons with national norms, the accommodation will be implemented and documented in the student's IEP.
- b. Students with Temporary or Long Term Disabilities or §504 Students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodation will not invalidate comparisons with national norms, the accommodation will be implemented and documented in the student's record.
- c. Limited English Proficient (LEP) Students. Not Applicable
- d. Time Extensions. Time extensions may be allowed for CTBS/4. However, such extensions invalidate comparisons to national norms. Therefore, the scores for these students will be reported to parents as a non-standard administration which invalidates comparisons to national norms. Scores for these students will not be included in state summary reports such as the *Maryland School Performance Report*. The LAC must approve and document non-standard administrations and make note of the non-standard administration with the students' test scores.

* MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information contained in this document helpful for local administration

III. MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

A. Summary of Program

The Maryland School Performance Assessment Program (MSPAP) measures higher order thinking processes and the application of knowledge and skills to real world situations. MSPAP is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. MSPAP measures performance in a single test covering mathematics, reading, writing, science, language usage, and social studies for each student in grades 3, 5, and 8 in May. The assessment takes nine hours of engaged testing time.

III. REQUIREMENTS AND GUIDELINES FOR MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

B. Exemptions, Excuses, and Accommodations

1. Exemptions

- a. Limited English Proficient (LEP) Students. Students who are Limited English Proficient may be exempted for one administration on all or part of the MSPAP after determination that they do not meet locally established guidelines for the minimum language proficiency required to be validly assessed in the MSPAP. Exemptions must be based on appropriate language proficiency assessment and teacher recommendation, agreed to in writing by the student's parent(s) or guardian(s), certified by the school principal, and documented in the student's record.
- b. Students with Disabilities Students with disabilities may be exempted from content areas of the MSPAP (e.g., reading, mathematics) that are not part of their instructional program and in which the Maryland Learning Outcomes are not those students' identified instructional outcomes. The IEPs for such students (example: severely developmentally delayed students) primarily address alternative (IMAP, e.g., life skills) outcomes. Exemptions must be based on the student's IEP, approved by the ARD/IEP committee, and documented in the student's record. See Appendix B for IMAP outcomes and indicators.

2. Excuses

- a. For excuses prior to test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, the student may be excused. The reason for the excuse must be documented in the student's record. Example of acceptable reasons for excuses are:
 - 1) Student has demonstrated by past performance that he/she cannot function in a testing situation.
 - 2) Student has been evaluated as eligible for special education and is awaiting development of an IEP.
 - 3) Student has had a recent traumatic experience which has made him/her unable to cope with the testing situation.
- b. For excuses during testing (demonstrating extreme frustration, disrupting others, illness, etc.): teacher judgement.

III. MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

3. Accommodations

- a. Students with Disabilities. Students with disabilities who are accommodated in their instructional programming may be granted those accommodations if they are determined to be necessary and appropriate in the testing situation. The school's ARD/IEP committee will decide upon the appropriate accommodations at the IEP development or review meeting for the year in which the student is scheduled to take the MSPAP and indicate the decision on the student's IEP. If a required accommodation would invalidate the MSPAP, the student may be exempted from that part of the MSPAP.
- b. Students with Temporary or Long Term Disabilities or §504 students. Regular education students who have a temporary or long term disability that interferes with test performance should be offered accommodations in the test procedure to compensate for their disabilities. If the LAC, in consultation with MSDE, agrees that the accommodations will not invalidate the test, the accommodations will be implemented and documented in the student's record.
- c. Limited English Proficient Students. Some students who are Limited English Proficient, after meeting locally established guidelines for language proficiency, may require specific accommodations (e.g., time extensions) in assessment. If these accommodations invalidate the MSPAP, these students may be exempted from that part of the MSPAP.

4. Transfer Students

Students not exempted by disabilities or by failure to meet minimum language proficiency guidelines who transfer into a Maryland public school during the semester in which MSPAP is administered must be administered the test. These second semester students from out-of-state or nonpublic schools are not included in computations for the school's data-base for the *Maryland School Performance Report*.

SUMMARY OF EXEMPTIONS, EXCUSES, AND ACCOMMODATIONS IN MARYLAND TESTING PROGRAMS

1. EXEMPTIONS		
Program	Who may be exempted?	How?
MFTP	Limited English Proficient students (one administration)	Language proficiency assessment documented in student's record
	Non-diploma-seeking students with disabilities	ARD/IEP decision documented in student's record
	Second semester senior year transfer students (into Maryland)	Documentation in student's record
MSPAP	Limited English Proficient students	Language proficiency assessment documented in student's record
	Students with disabilities who are not pursuing Maryland Learning Outcomes	ARD/IEP decision documented in student's record
*CTBS/4	Limited English Proficient students	Language proficiency assessment documented in student's record
	Students with disabilities who are not pursuing Maryland Learning Outcomes	ARD/IEP decision documented in student's record

* MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information helpful for local administration.

2. Excuses

Program	Who may be excused?	How?
MFTP	Not applicable	Not applicable
MSPAP	Students excused for humanitarian reasons	Principal /staff decision documented in student's record
*CTBS/4	Students excused for humanitarian reasons	Principal/staff decision documented in student's record

3. Accommodations

Program	Who may be accommodated?	How?
MFTP	Students with disabilities who receive instructional accommodations	ARD/IEP decision documented in student's record
	Regular education students with temporary or long term disabilities, or §504 students	Principal/staff decision documented in student's record
MSPAP	Students with disabilities who receive instructional accommodations	ARD/IEP decision documented in student's record
	Regular education students with temporary or long term disabilities, or §504 students	Principal/staff decision documented in student's record
*CTBS/4	Students with disabilities who receive instructional accommodations	ARD/IEP decision documented in student's record
	Regular education students with temporary or long term disabilities, or §504 students	Principal/staff decision documented in student's record

- * MSDE does not require the administration of CTBS/4 for the 1995-1996 school year. Local school systems, however, may find the CTBS/4 information helpful for local administration.

Computation's for the School's Data-Base

Exempted students are reported but not included in computations for the school's data-base for the *Maryland School Performance Report* on any of the state assessment programs.

Excused students are included in computations for the school's data-base for the *Maryland School Performance Report* on the state assessment programs.

Accommodated students are included in computations for the school's data-base for the *Maryland School Performance Report* on the state assessment programs.

Second semester transfer students (from out-of-state or nonpublic schools) who take the MSPAP are not included in computations for the school's data base for the *Maryland School Performance Report*.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 Students. Accommodations apply to Limited English Proficient students for MSPAP **only**.

I. Scheduling Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available)

MFTP CTBS/4 MSPAP

Yes	Yes	Yes	A.	Periodic "breaks" needed, within a continuous test session, without exceeding total time allowance.
Yes	Yes	Yes	B.	"Breaks" needed away from testing situation without exceeding total time allowed within same day.
Yes	Yes	Yes	C.	Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances.
Yes	Yes	Yes	D.	Extra response and processing time may be necessary. (MSPAP time extensions must allow for participation in group activities.) (For CTBS/4 time extensions, see page 9.)
Yes	Yes	Yes	E.	Tests are administered at best time of day for student.
Yes	Yes	Yes	F.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education LEP/§504 staff, as appropriate.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP **only**.

II. Setting Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available)

MFTP	CTBS/4	MSPAP	
Yes	Yes	Yes	A. General education classroom, with special seating (front of room, carrel, etc.).
Yes	NA	Yes	B. General education classroom, with adjusted grouping.
Yes	Yes	Yes	C. General education classroom, with additional school support person (instructional assistant, guidance, etc.) Support person is not to help student read or respond to items.
Yes	Yes	Yes	D. General education classroom, with special education staff as support. Support person is not to help student read or respond to items.
Yes	Yes	Yes	E. Small group setting with school support staff (speech pathologist, guidance pupil personnel worker, etc.) as examiner.
Yes	Yes	Yes	F. Small group setting with special education teacher as examiner.
Yes	Yes	NA	G. Individual administration within the school building.
Yes	Yes	NA	H. Individual administration outside school (home, hospital, etc.).
Yes	Yes	Yes	I. Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP **only**.

III. Equipment Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available)

MFTP	CTBS/4	MSPAP	
Yes	Yes	Yes	A. Large print test materials.
Yes	NA	NA	B. Braille test materials.
Yes	No	*Yes	C. Calculator for math testing.
Yes	No	**Yes	D. Use of electronic devices (mechanical speller, word processor, computer, augmented communication device, etc.).
Yes	Yes	Yes	E. Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate..

- * Requires exempting student from the Mathematics portions of MSPAP that require computation. (As specified in the MSPAP Examiner's Manual as tasks that do not list "calculator" as a required material for the task).
- ** Requires exempting student from Language Usage portion of MSPAP.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP **only**.

IV. Presentation Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available)

MFTP	CTBS/4	MSPAP	
Yes	Yes	Yes	A. Repetition of directions, as needed.
Yes	NA	Yes	B. Written copies of orally presented materials, that are found only in examiner's manual.
NA	NA	NA	C. Accessibility to close-caption or video materials.
Yes	Yes	Yes	D. Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.
Yes	NA	Yes	E. Verbatim audiotape of directions.
*Yes	No	**Yes	F. Verbatim audiotape of presentation of total test.
*Yes	No	**Yes	G. Reading of selected sections of test or vocabulary by examiner or assistant.
*Yes	No	**Yes	H. Verbatim reading of test to student.
Yes	Yes	Yes	I. Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate.

* Not applicable to Maryland Functional Reading Test

** Requires exempting student from Reading portion of MSPAP

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students.
Accommodations apply to Limited English Proficient students for MSPAP only.

V. Response Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available)

MFTP	CTBS/4	MSPAP	
Yes	Yes	NA	A. For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel)
Yes	Yes	Yes	B. For selected response items, students indicates answers by pointing or other method.
Yes	NA	**Yes	C. For extended response tasks, student uses word processor.
Yes	Yes	**Yes	D. For extended response tasks, student tapes response for later verbatim transcription by school personnel.
*Yes	Yes	No	E. Student's transferred responses (alignment and completeness of hand-filled bubbles) may be checked by school personnel.
Yes	NA	**Yes	F. For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel.
Yes	NA	NA	G. For extended response tasks or oral presentation, student signs response to interpreter of the deaf/hearing impaired.
NA	NA	Yes	H. For oral presentation, student has a small group audience.
NA	NA	Yes	I. For oral presentation, student has a familiar, small group audience.
NA	NA	NA	J. For oral presentation, student responds to a staff member.
NA	NA	NA	K. For oral presentation, student responds to a familiar staff member.
Yes	Yes	Yes	L. Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate.

* Not applicable to Maryland Writing Test

** Requires exempting student from Language Usage portion of MSPAP.

Assessment Accommodation Guidelines for IEP Discussions

Levels of Participation in Assessments

- A. Student participates in all classroom, system, and state-required testing programs.
- B. Student participates in all classroom, system, and state-required testing programs with accommodations.
- C. Student participates in all testing programs except for group norm-referenced standardized tests.
- D. Student participates in all testing programs, with accommodations, except for group norm-referenced standardized tests.
- E. Student participates in all classroom, system, and functional tests, but is exempt from a part of the MSPAP because the required accommodation invalidates the test.
- F. Student participates in all classroom, system, and functional tests, with accommodations, but is exempt from a part of the MSPAP because the required accommodation invalidates the test.
- G. Student participates in all classroom, system, and functional tests, but is exempt from the entire MSPAP because the required accommodation invalidates the test.
- H. Student participates in selected classroom and system tests, but is exempt from MSPAP and exempt from functional testing because the IEP indicates that he/she will not be pursuing a high school diploma.
- I. Other, specify.

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Accommodations Process

WHO?

The school Admissions, Review, and Dismissal (ARD/IEP) committee should make or review accommodation decisions. The ARD/IEP committee must be multidisciplinary and should include an administrator, the student's teacher, the parent or guardian, a special education teacher, related service providers, and the student (where appropriate). Outside agencies, counselors, etc., may also participate, as appropriate. To determine appropriate and valid assessment accommodations, the committee should consult with the School Test Coordinator and/or LAC.

WHEN?

Accommodations should be reviewed at least annually, preferably as a part of the annual review of the IEP. However, the ARD/IEP committee may meet to review accommodations more often, if necessary.

WHAT?

All accommodations for instruction that have been previously successful, and proposed additional accommodations should be discussed. Decisions for necessary assessment accommodations should be derived from the daily instructional accommodations. Justification for each accommodations should be documented. Accommodations that have not been successful should also be noted. For assessments, within the context of the IEP and through consultation with the LAC, the ARD/IEP committee should review and select instructional accommodations actually used with the student. Each accommodation must (1) reflect actual instructional practice and (2) preserve the validity of the assessment. Assessment accommodations approved by the ARD/IEP committee and LAC should be shared with teachers, parents or guardians, administrators, the School Test Coordinators, and related service providers as needed.

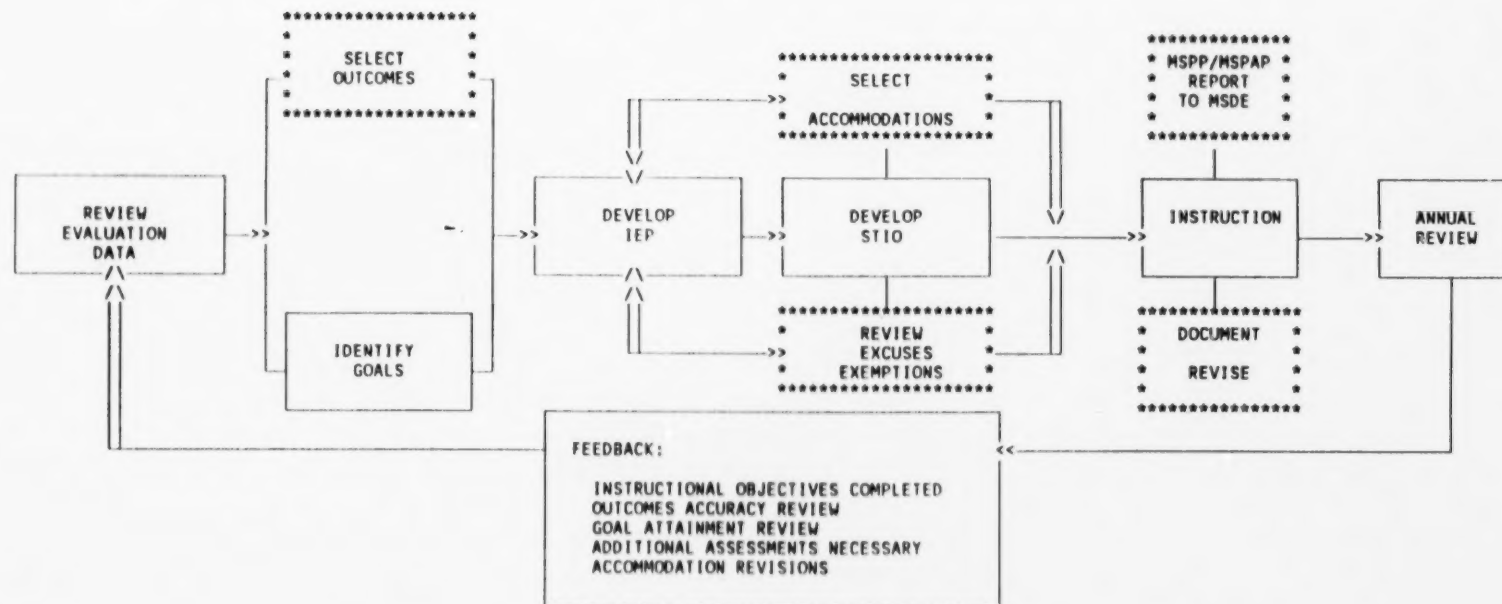
WHERE?

All instructional and assessment accommodations should be included in or attached to the IEP.

HOW?

ARD/IEP committees may wish to use the *Outcomes Accommodations Decision Model* on the following page to assist them with accommodations deliberations.

OUTCOMES ACCOMMODATIONS DECISION MODEL



ACCOMMODATIONS WORK SHEET

Justification Statement:

Accommodations (check all appropriate boxes):

☐ Scheduling ☐ Setting ☐ Equipment ☐ Presentation ☐ Response

Description:

References

Maryland Functional Testing Program

COMAR 13A.03.01.03A; 13A.03.01.03C; and 13A.03.02.03B

September 17, 1992 Memorandum: "Use of Calculators in the Maryland Functional Mathematics Test"

Comprehensive Tests of Basic Skills (CTBS/4)

Test Coordinator's Handbook--Comprehensive Tests of Basic Skills, Fourth Edition

Maryland School Performance Assessment Program

Test Administration and Coordination Manual

Data Procedures for Maryland School Performance Report

Guide for Local Education Agencies for Reporting School Performance Information published annually by the Division of Planning, Research, and Information Management, MSDE

Admissions, Review, and Dismissal (ARD/IEP) Committee Responsibilities

Each school system's *Public Agency's Policies and Procedures* document. Copies of this document are available in each school system's Special Education Office and in the Division of Special Education of MSDE

IDEA: Code of Federal Regulations: 34 CFR Part 300
&504: Code of Federal Regulations: 34 CFR Part 104

Appendix A

CASE

STUDIES

Elementary School (Student #1)

- Third grader - Intensity III service (10 hours a week)
- Instruction given in general education classroom
- Language impaired - expressive and receptive (mom is echolalic)
- Areas of concern - oral language, written language, reading comprehension - integrated services in these areas

Justifying Statement - Due to significant delays in oral language, written language, and reading comprehension, the following accommodations are recommended.

Accommodations

Setting

- D. Instructed and tested in regular classroom with special education personnel available

Equipment

- D. Provided with mechanical speller

Presentation

- G. Directions and reading sections for social studies, science, and mathematics read to student, as needed

Response

- J. For assessment, the student should meet with the tester prior to testing

Elementary School (Student #2)

- Third grader - Intensity V (6-7 hours weekly)
- Attention Deficit Hyper-activity Disorder, Learning Disabled. (Medication for Attention Deficit Hyper-activity Disorder.)
- Abused - beaten, neglected (grandparents are guardians)
- Hand tremors - neurological
- Receives orthopedic therapy; word processing was attempted in instruction. Little success due to tremors and Attention Deficit Hyper-activity Disorder
- Dysgraphic, written expression difficulty
- Reads on fifth grade level with comprehension
- Performs in classroom on second grade level (reading)
- Strengths - verbal (when able to attend)
- Receives private counseling

Justifying Statement - Because the student is dysgraphic and has Attention Deficit Hyper-activity Disorder and uncontrollable physical/neurological hand tremors, the following accommodations and instructional techniques appear to be appropriate.

Accommodations

Scheduling

- D. Extra response and processing time

Setting

- A. Regular classroom with special seating
- D. Regular classroom with special education staff as support
- G. Individual administration/instruction within the school building

Equipment

- C. Large print calculator for math testing

Elementary School (Student #3)

- Fifth grader - Intensity II (4 hours)
- Learning Disabled - reading, mathematics, written expression
- Supportive family
- Tries very hard - perseveres until successful (on time) task completion
- Mathematics - no mastery of facts - memory problem, remembers process
- Spelling instruction in resource room - major growth, not on grade level yet - third grade level, fourth grade reading level

Justifying Statement - Due to the student's memory deficits, the following accommodation is recommended.

Accommodation

Equipment

- C Calculator for mathematics testing

Middle School (Student #4)

- Eighth grader (retention in first grade)
- Identified as learning disabled, written communication/basic reading skills
- Attends regular school, with Intensity III special education services
- Integrated special/regular instruction
- Average ability
- Short-term auditory memory, very weak
- Receives individual reading instruction daily
- Mathematics, science/social studies support in the general education classroom

Instructional Notes

- Reading level is third grade
- Writing is hampered by inability to spell
- Has wonderful ideas, can communicate ideas
- Uses tape recorder to record ideas - writing skills are improving with reading
- Low self esteem (toward school)
- Will ask for and accept help from teachers
- Accepted by peers, "looked up to" in school context

Instructional Notes (continued)

- Excellent auditory comprehension
- Attention to task is above average
- Participation in class activities and discussion

Accommodations

Scheduling

No special provisions are needed for this student.

Setting

- C. General education classroom, with additional school support person. Use integrated class. (good self concept around peers, will ask for help, participates with class.)

Equipment

No special provisions are needed for this student.

Presentation

- A. Repetition of directions, as needed.
- G. Reading of selected sections of test or vocabulary by examiner or assistant. (Good auditory listener and comprehension; reading level third grade.)

Accommodations (continued)

Response

- D. For extended response tasks, student tapes response for later verbatim transcription by school personnel. (Used to tape recorder, communicates well.)

OR

- F. For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel.

No special provisions for oral response.

Participation

- B. Student participates in all classroom, system, and state-required testing programs with accommodations.

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Middle School (Student #5)

- Eighth grader, limited education in home country, in U.S. for 3 years, primary language - English
- Identified as Learning Disabled with severe language disabilities, areas of need: receptive/ expressive language, written communication, basic reading, math-basic calculation and problem-solving, background knowledge, social/emotional skills
- Attends regular school with Intensity IV special education services
- Special education classroom placement for all academic subjects.
- Regular class placement for all electives

Instructional Notes

- First grade reading, writing, and mathematics
- Works independently in group of two or three with adult
- Does not accept school authority and routines
- Requires frequent breaks
- Writes in journal daily with teacher direction and proximity
- Likes to work in workbooks
- Will work with buddy and in cooperative learning groups occasionally
- Age-appropriate gross motor skills
- Use of computer and tape recorder do not improve performance

Accommodations

Scheduling

- A. Periodic "breaks" needed within a continuous test session, without adding total time allowances. (Student needs breaks)

Setting

- F. Small group setting with special education teacher as examiner. (Works well in group, Intensity IV special education for all academics)

Equipment

No special provisions are needed for this student.

Presentation

- H. Verbatim reading of test to the student (reads at first grade level).

Response

- A. For machine-scored tests, student marks answers in test booklet. (Student likes to work in workbooks)

Participation

- E. Student participates in all classroom, county and functional tests, but is exempted from part of the MSPAP due to required accommodations that invalidate the test.

Middle School (Student #6)

- Eighth grader, 14 years-2 months; FS IQ 120; Verbal IQ 130; Performance 90; 09, Intensity I
- Identified as having a learning disability
- Mathematics - on grade level/Algebra I; reading - on grade level; general education classroom for all classes; very motivated; honor roll student
- Written language standard score = 70, extremely poor basic writing skills, dictation, spelling, punctuation
- Dysgraphic
- Visual processing complicated by strabismus; eyes tire quickly when reading, as well as when writing

Accommodations

Scheduling

- A. Periodic "breaks" needed within a continuous test session, without adding total time allowances. (Student needs breaks)

Setting

General education classroom, without special provisions.

Equipment

No special provisions are needed for this student.

Response

No special provisions are needed for this student.

Accommodations (continued)

Participation

A. Student participates in all classroom, county and state-required testing programs.

Justifying Statement - Grade level in all areas except written language; tires easily; highly motivated.

Middle School (Student #7)

- Eighth grader (was retained in second grade)
- Identified with expressive/receptive speech/language problems
- Low cognitive ability - IQ 67
- Reading level - primer first grade; mathematics level - second grade; low written language skills - cannot form a sentence; spelling skills very low
- Attends regular school with Intensity IV services
- Special education classroom placement which includes an instructional assistant for all major subjects
- General education classroom for related arts (music and gym) and unified arts (technology, art, cooking, and sewing)

Instructional Notes

- Requires frequent reassurance
- Very quiet and a loner
- Works only in one-on-one with teacher or assistant (will not initiate independent learning)
- Needs constant motivation
- Very low self-esteem
- All tests for elective subjects are given in special education classroom with modifications such as word banks
- good with hands-on activities

Accommodations

Scheduling

- F. Other: test should be administered when one-on-one assistance is available. (Due to lack of motivation and performance in group.)

Setting

- G. Individual administration within the school building. (Due to lack of motivation and performance.)

Equipment

No special provisions are needed for this student.

Presentation

- H. Verbatim reading of test to student (except for reading test). (Reading level)

Response

- F. For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel.

Participation

- F. Student participates in all classroom, system, and functional tests with accommodations, but is exempted from the reading and written language and oral presentation section of the MSPAP due to required accommodations that invalidate the test.

High School (Student #8)

- Eleventh grader (no retention history)
- Has been tested several times to determine eligibility for LD. Student does not have a learning disability, however, student was identified as Severely Emotionally Disturbed.
- Emotional difficulties are manifested with bipolar mental disorders
- Usually, behavior is characterized as depressed, however, student may become verbally abusive if frustrated
- Integrated into a regular class for mathematics and English
- Special education placement for science and social studies
- Poor written language skills. Tends to process information in both Spanish and English.
- Socializes well with peers
- Can be argumentative with adult authority figures
- Tends to be a leader in the classroom among peers

Instructional Notes

- When behavior is verbally abusive, student may be isolated
- During small group activities, student is placed in a group where he will succeed
- Written assignments may be read for clarification to the teacher by the student

Accommodations

Scheduling

- D. Extra response and processing time may be needed.

Setting

- C. General education classroom, with additional school support person.
- F. Small group setting with special education teacher as examiner.

Equipment

No special provisions are needed for this student.

Presentation

- A. Repetition of directions, as needed.

Response

- I. For oral presentation, student has a familiar, small group audience.

Participation

- A. Student participates in all classroom, system, and state-required testing programs.

High School (Student #9)

- Tenth grader (retention in grade 3)
- Identified as Intellectually Impaired Verbal 50; Performance 72; Full Scale 61; Math - Grade 5.3; Reading - Grade 4; Written Language - Grade 3; Speech and Language Difficulties (expressive)
- Attends regular school with Intensity IV services for academic subjects
- General education classroom for art, wood tech

Instructional Notes

- Needs processing time (extra wait time)
- Directions must be presented multiple times and in stages
- Short attention span
- Works well in small group

Accommodations

Scheduling

- D. Extra response and processing time may be necessary. (Needs processing and extra wait time)
- C. Tests may be given over multiple days for this student. (Short attention span)
- E. Tests are administered at best time of day for student. (Short attention span)

Setting

- E. Small group setting with school support staff as examiner (works well in small groups; short attention span).

Accommodations (continued)

Equipment

- C. Calculator for mathematics testing dependent on IEP (mathematics level almost five years below grade level).

Presentation

- A. Repetition of directions, as needed.
- H. Verbatim reading of test to student (except for reading test). (Reading level six years below grade level)

Response

- F. For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel. (Written language seven years below grade level)

Participation

- D. Student participates in all testing programs with accommodations, except for group norm-referenced standardized tests.

Appendix B

Independence Mastery Assessment Program

Domains, Outcomes, and Indicators

CONTENT DOMAIN PERSONAL MANAGEMENT

Students will demonstrate their ability in the following areas: personal needs, appropriate health and safety practices, managing household routines, and participating in transition planning with adult service providers.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Maintains Personal Physical Needs by:</u> • Washing/wiping hands; • Eating and feeding self; • Identifying appropriate times for grooming; • Identifying own clothes and put and take off own outer clothing.	<u>Maintains Personal Physical Needs by:</u> • Washing/wiping hands and face; • Identifying grooming materials for a specific task (toothbrush, soap, etc.); • Eating and feeding self; • Identifying appropriate times to engage in grooming activities; • Identifying the need to dress appropriately for the weather.	<u>Maintains Personal Physical Needs by:</u> • Performing hygiene and grooming skills; • Eating and feeding self; • Dressing appropriately for activities, season and weather;	<u>Maintains Personal Physical Needs by:</u> • Performing hygiene and grooming skills; • Eating and feeding self; • Dressing appropriately for activities, season and weather.
	<u>Introduced to Appropriate Health and Safety Practices by:</u> • Demonstrating safe behavior; • Being introduced to emergency services and procedures (fire drill firemen); • Recognizing important school staff, roles, and purposes.	<u>Maintains Appropriate Health and Safety Practices by:</u> • Distinguishing between healthy and unhealthy lifestyles; • Demonstrating safe behavior; • Identifying emergency services.	<u>Maintains Appropriate Health and Safety Practices by:</u> • Making healthy lifestyle choices; • Demonstrating safe behavior; • Making responsible decisions about sexuality; • Accessing emergency services.	<u>Maintains Appropriate Health and Safety Practices by:</u> • Making healthy lifestyle choices; • Demonstrating safe behavior; • Making responsible decisions about sexuality; • Accessing emergency services.
	<u>Manages Routines by:</u> • Preparing simple snack with assistance; • Putting away own materials; • Following familiar routines.	<u>Manages Household/Other Routines by:</u> • Preparing simple snacks; • Completing basic chores in the classroom and school building (table setting etc.); • Following simple schedules and routines.	<u>Manages Household/Other Routines by:</u> • Preparing food; • Performing housekeeping tasks; • Managing time and schedule.	<u>Manages Household/Other Routines by:</u> • Preparing food; • Performing housekeeping tasks; • Managing time and schedule.
				<u>Participates in The Transition Planning Process With Adult Service Providers by:</u> • Sustaining relationships with adult service personnel (DIDA Rehab etc.); • Advocating for preferences in living environments.

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CONTENT DOMAIN COMMUNITY

Students will demonstrate their ability to access community resources and get about safely in the environment.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Accesses Community Resources by:</u> • Recognizing community services and service providers with assistance; • Following familiar purchasing routine (engaging in cafeteria routine); <u>Gets About Safely in The Environment by:</u> • Locating familiar places in the school (office, nurse, cafeteria); • Practicing safety skills (not running in unsafe areas etc.); • Recognizing functional school signs.	<u>Accesses Community Resources by:</u> • Identifying community services and resources(post office,library etc.); • Shopping/purchasing items in a familiar grocery or fast food store. <u>Gets About Safely In The Environment by:</u> • Demonstrating pedestrian skills; • Practicing safety skills; • Recognizing natural occurring functional signs.	<u>Accesses Community Resources by:</u> • Accessing community services; • Shopping or browsing for a variety of items. <u>Gets About Safely In The Environment by:</u> • Using appropriate transportation; • Practicing safety skills; • Recognizes/reads and follows • Demonstrating pedestrian skills.	<u>Accesses Community Resources by:</u> • Accessing public services; • Shopping or browsing for a variety of items. <u>Gets About Safely In The Environment by:</u> • Using appropriate transportation; • Following safety skills; • Reading and following safety signs; • Demonstrating pedestrian skills.

CONTENT DOMAIN CAREER/VOCATIONAL

Students will demonstrate their ability to participate in transitioning to employment and in various employment opportunities.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Participates in Volunteer or Non-Paid Training by:</u> ● Participating in school jobs; ● Managing personal work space; ● Follows classroom daily routine (schedule, gathers, puts away materials, etc.); ● Being introduced to different jobs; ● Being aware of job related behaviors and attitudes.	<u>Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by:</u> ● Participating in school jobs; ● Following familiar schedules routines; ● Being aware of different careers, jobs; ● Demonstrating job related behaviors and attitudes.	<u>Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by:</u> ● Participating in career/job awareness activities; ● Participating in school jobs; ● Participating in service learning; ● Completing assigned duties & classroom tasks with appropriate productivity and quality; ● Maintaining an acceptable work attitude. <u>Participates in Vocational Transitional Planning With Employment Support Representatives by:</u> ● Being aware of relationships with adult service representatives; ● Participating in the transition planning process.	<u>Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by:</u> ● Arriving at work appropriately dressed and on time; ● Begins work appropriately; ● Completing assigned duties with appropriate productivity and quality; ● Following safety guidelines in the workplace; ● Maintaining an acceptable work attitude; ● Participating in the job evaluation process. <u>Participates in Vocational Transition Planning With Employment Support Representatives by:</u> ● Sustaining relationships with adult service representatives; ● Advocating for preferences during vocational transition planning.

CONTENT DOMAIN RECREATION/LEISURE

Students will demonstrate their ability to participate in recreational and leisure activities.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	Participates in Recreation/Leisure of Own Choosing • Showing interest in leisure activities during free time (show and tell); • Being exposed to leisure activities.	Participates in Recreation/Leisure of Own Choosing on A Regular Basis (Individual or Group) by: • Participating in a regular exercise program; • Identifying hobbies; • Identifying and following rules of leisure activities; • Engaging in recreation and leisure activities with family and friends; • Participating in clubs and activities; • Participating in field trips.	Participates in Recreation And Leisure Activities of Own Choosing on a Regular Basis (Individual or Group) by: • Participating in a regular exercise program; • Engaging in hobbies; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.	Participates in Recreation <u>And</u> Leisure Activities of Own Choosing <u>on a Regular Basis</u> (Individual or Group) <u>by</u>: • Participating in a regular exercise program; • Engaging in hobbies; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.
	Participates in Recreation/Leisure Activities Structured/Supervised by: • Engaging in the school physical education program; • Being exposed to regular education group activities (field trips etc.); • Engaging in collaborative play; • Being introduced to regular education clubs and activities (Scouts etc.).		Participating in Group Recreation And Leisure Activities Determined Through A Collaborative Decision making Process by: • Participating in formal and informal gatherings; • Volunteering; • Participating in sports activities; • Participating in clubs or organizations; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.	Participating in Group Recreation <u>And</u> Leisure Activities Determined <u>Through</u> A Collaborative Decision <u>making Process</u> by: • Participating in formal and informal gatherings; • Volunteering; • Participating in sports activities; • Participating in clubs or organizations; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.
	Participates in Recreation/Leisure Activities With Family and Friends by: • Engaging in play with friends and classmates; • Follows rules for simple group games (Circle games etc.)			

LEARNER DOMAIN COMMUNICATION

Students will demonstrate their ability to express and receive communication through a variety of methods, to interact socially, and to meet functional needs.

Student outcomes should be measured across and complement content outcomes. Support systems should be in place for communication outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Communicating Socially</u>	<u>Communicating Socially</u>	<u>Communicating Socially</u>	<u>Communicating Socially</u>
	<u>Communicating To Meet Functional Needs</u>	<u>Communicating To Meet Functional Needs</u>	<u>Communicating To Meet Functional Needs</u>	<u>Communicating To Meet Functional Needs</u>

LEARNER DOMAIN DECISION MAKING

Students will demonstrate their ability to make decisions and choices, to resolve problems, to manage time, and to advocate for themselves.

Student outcomes should be measured across and complement content outcomes. Support systems should be in place for decision making outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Making Choices</u>	<u>Making Choices</u>	<u>Making Choices</u>	<u>Making Choices</u>
	<u>Recognizing and Resolving Problems</u>	<u>Recognizing and Resolving Problems</u>	<u>Recognizing and Resolving Problems</u>	<u>Recognizing and Resolving Problems</u>
	<u>Managing Time and Schedule</u>	<u>Managing Time and Schedule</u>	<u>Managing Time and Schedule</u>	<u>Managing Time and Schedule</u>
	<u>Advocating for Self</u>	<u>Advocating for Self</u>	<u>Advocating for Self</u>	<u>Advocating for Self</u>

LEARNER DOMAIN BEHAVIOR

Students will demonstrate their ability to behave in chronologically age-appropriate ways in various situations.

Student outcomes should be measured across and complement content outcomes. Support systems should be in place for behavior outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Demonstrating age-appropriate behaviors</u>	<u>Demonstrating age-appropriate behaviors</u>	<u>Demonstrating age-appropriate behaviors</u>	<u>Demonstrating age-appropriate behaviors</u>

LEARNER DOMAIN ACADEMIC

Students will demonstrate the ability to apply correct and appropriate academic skills and knowledge at all times.

Isolated academic skills (eg. taught in inclusion content classes) tested for their value (identified in the IEP), must be co-developed by both of the students (general and special education) teacher(s).

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	<u>Applies Academic Skills by:</u> • using appropriate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	<u>Applies Academic Skills by:</u> • using appropriate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	<u>Applies Academic Skills by:</u> • using appropriate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	<u>Applies Academic Skills by:</u> • using appropriate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.